DOCUMENT RESUME

ED 090 641 EA 006 086

AUTHOR Whitley, Alfred C.
TITLE Student Scheduling in a Year-Round Middle School. A Simulation Notebook.
PUB DATE May 74
NOTE 33p.; Paper presented at National Seminar on Year-Round Education (6th, Chicago, Illinois, April 30-May 3, 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Extended School Year; *Flexible Scheduling; Middle Schools; Models; Schedule Modules; Scheduling; *School Calendars; *School Schedules; Seminars; Students; *Year Round Schools
IDENTIFIERS Plan 45 15

ABSTRACT

This paper presents a model of a successful student scheduling pattern for a 45-15 year-round middle school (grades 6-8). The model allows for scheduling 100 percent of resource lab teaching time for all the student population in attendance at any one time, and formulates a house design and team teaching structure that facilitates smooth ingress and egress of each group using a revolving pattern resource schedule for an entire school year. The model suggests, for successful scheduling, that actuators identify and define relevant components of local school operation; determine by subject the amount of time to be allotted weekly; determine amount of planning time desired to facilitate a successful instructional system; facilitate flexible scheduling; slot students into the pattern required to satisfy items; and chart an entire school year in advance to discover patterns and methods of rotation that would allow maximum implementation of the school concept and the instructional system. Numerous charts and diagrams are included. (Author/DN)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 090641

STUDENT SCHEDULING IN A YEAR-ROUND MIDDLE SCHOOL

A SIMULATION NOTEBOOK

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

APRIL 30 - MAY 3, 1974

CHICAGO, ILLINOIS

by

ALFRED C. WHITLEY

DYETT MIDDLE SCHOOL

DISTRICT THIRTEEN

AREA A

CHICAGO PUBLIC SCHOOLS

EA 006 086

STUDENT SCHEDULING IN A YEAR-ROUND

MIDDLE SCHOOL

Table of Contents

	Page
INTRODUCTION	
COMPONENTS	1
SUBJECT HEADINGS	
a. House	2-4
b. Team	5-6
c. Resource Lab Shared Facilities	8-9
d. Module	10
e. Planning Time	10-12
f. Shared Facility Schedule	13-20
FIGURES	
# 1 - Middle School Organization	3
# 2 - House Component	4
# 3 - Team Component	6
# 4 - Components In Individualizing Instructional Programs	7
# 5 - Resource Lab - Shared Facilities Component	9
# 6 - Module Component	10
EXAMPLES	
# 1 - Weekly Time Recommendation (Core Subjects)	5
# 2 - Weekly Time Recommendation (Resource Subjects)	9
# 3 - Module Schedule	11
# 4 - House Patterns	14
# 5 - Resource Schedule	16
# 6 - Pattern 2 Schedule	19
CHART	
# 1 - One Year (1974) Schedule Pattern Formation	20
SUMMARY	21
SAMPLE STUDENT SCHEDULE	
SAMPLE RESOURCE SCHEDULE	

Introduction

Presented here is a model of a successful student scheduling pattern for a 45-15 year-round middle school. Grade levels include 6th, 7th, and 8th, or M1, M2, and M3, respectively.

Highlights of the success engulf scheduling one-hundred per cent of resource lab teaching time for seventy-five per cent of the student population. This occurs because the 45-15 plan creates a student population attendance pattern of three-fourths the total present at any time.

House design and team teaching structure that facilitate smooth ingress and egress of each group using a revolving pattern resource schedule is formulated for an entire extended school year.

Because the middle school has many unique concepts and designs, terms (component parts) are explained as an aid to the interpretation of the model.

Components

Important items such as transfer from the traditional ten month system into the extended school year, selection of students, boundaries, etc., should be considered very carefully.

It is necessary to mention implementation here in order to preclude the impression of putting the cart before the horse. Student scheduling can occur successfully only if there is a well planned and executed implementation. It is the heart of a successful year-round school and a middle school. Scheduling is the very core. Even a middle school operating on the traditional ten month plan will have student scheduling paramount to its successful operation.

As mentioned in the introduction, components must be identified and defined. This model engulgs the following components as part of its successful system.

HOUSE

TEAM

RESOURCE LAB - SHARED FACILITY

MODULE

PLANNING TIME

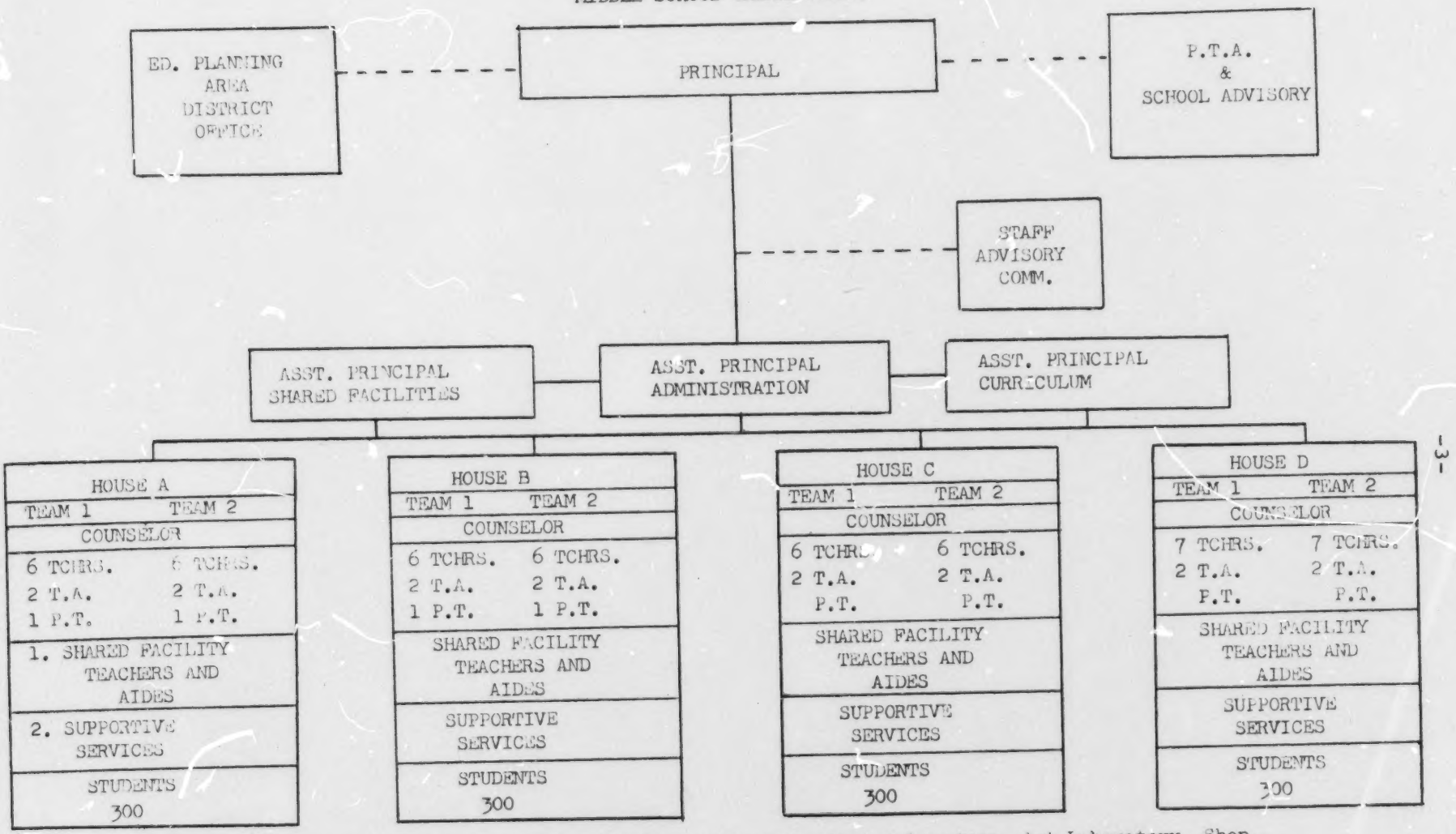
House

House is a concept denoting a little school within a big school. Local residents may have heard of the famous Chicago area bank that claims ease of operation because it is "The big bank with the little bank inside . . . . . ." A middle school is a big school with several little schools inside called houses. (See Figure 1)

The following definition of house will be labeled (a). House means a little school within a middle school consisting of two teaching teams, one counselor and one science lab teacher. When this definition is applied to the 45-15 design there occurs a duality, e.g., four quarters as part of the year-round plan and four houses as part of the middle school. It is apparent that the four house middle school dovetails very well with the 45-15 extended school year. One might say they were made for each other. As a result, the term house takes on a new meaning. This will be labeled as definition (b). House is one of the quarters of the 45-15

Figure 1

MIDDLE SCHOOL ORGANIZATION



1. SHARED FACILITIES: Learning Resource Center, Reading Laboratory, Math Laboratory, Art Laboratory, Shop, Home Economics, Band, Choral Music, Foreign Language, Physical Education, Typing, E.S.E.A. Reading Program.

2. SUPPORTIVE SERVICES: Attendance Officer, School-Community Representatives, Nurse, Psychologist, Speech Therapist, Reading Clinic, Sight Saving, Social Worker, Piano Music, Food, Custodial.

plan with its own schedule of ingress and egress each 45 days. When this is related to scheduling, one must plan ahead very carefully and create design congruity between all four houses. Each must contain the same number of teams, grade groups, and students. In this model each house contains three groups of each grade level. By putting definitions (a) and (b) together, definition (c) is derived. House is two teaching teams, one counselor, one science lab teacher and three-hundred students, all of whom have a predetermined schedule of attendance for 45 school days and a vacation for 15 school days. Figure 2 illustrates this component.

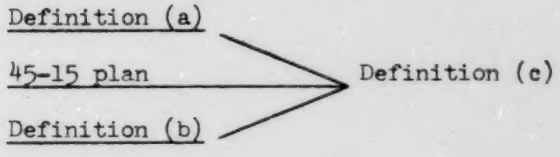


Figure 2

Team

A team consists of one-hundred fifty students, seven teachers, two teacher aides, and one team leader. The services of one guidance counselor and one science lab teacher are available in each house but serves both teams. Further details are important. The teams of teachers have the unique responsibility of scheduling the student members of the team in the core subjects of reading, language arts, math, science, social studies and guidance. The recommended amount of weekly time is formulated in Central Office, Department of Curriculum and relayed to the school via local school administration. Example 1 shows a recommendation.

Subject	Level	M1	M2	M3
Reading		15	15	15
Language Arts		30	27	27
Social Studies		6	3	3
Mathematics		15	15	15
Science		15	15	15
Guidance		4	4	4

Example 1

The numbers under each level represent the amount of modules a student should consume each week. Furthermore, the teams assess and select the system of instruction which includes large group, small group, individual, and independent study for each student. (See figure 4) The students are grouped flexibly, based on a skill need. This creates multi-age and multi-grade classes. To recapitulate, team is defined as seven teachers, one team leader, two teacher aides and one-hundred and fifty students all working together in a system of instruction which utilizes various approaches to learning in the subjects of reading, language arts, social studies, mathematics, science, and guidance. (See figure 3)

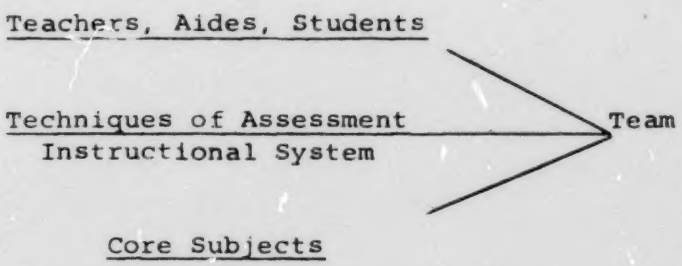
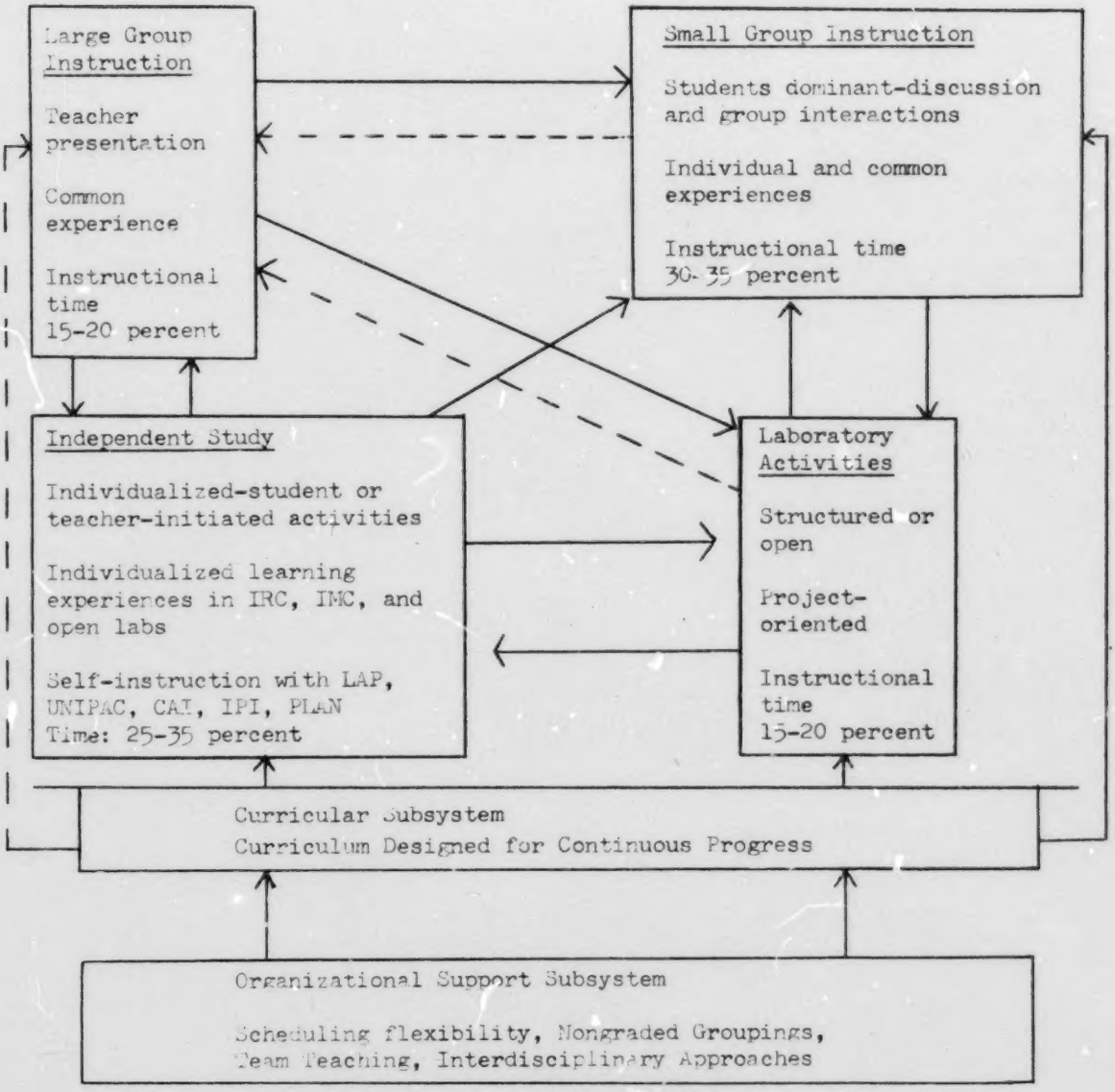


Figure 3

Figure 4

COMPONENTS
INDIVIDUALIZING INSTRUCTIONAL PROGRAMS


Large Group Instruction
Teacher presentation
Common experience
Instructional time 15-20 percent
Small Group Instruction
Students dominant-discussion and group interactions
Individual and common experiences
Instructional time 30-35 percent
Independent Study
Individualized-student or teacher-initiated activities
Individualized learning experiences in IRC, IMC, and open labs
Self-instruction with LAP, UNIPAC, CAI, IPI, PLAN
Time: 25-35 percent
Laboratory Activities
Structured or open
Project-oriented
Instructional time 15-20 percent
Curricular Subsystem
Curriculum Designed for Continuous Progress
Organizational Support Subsystem
Scheduling flexibility, Nongraded Groupings, Team Teaching, Interdisciplinary Approaches
Primary or direct effect upon the instructional activity
Secondary or indirect effect upon the instructional activity

Expanded Model-Instructional Learning System

Resource Lab
Shared Facilities

Resource labs are developmental as opposed to remedial. Therefore, all students attend and receive instruction at a level and in a mode that is commensurate with their needs. In this model resource areas are music, homemaking, industrial arts, physical education, foreign language, art, typing, reading lab, math lab, and multi-media resource center. These areas are called shared facilities because they are not unique to one house or team, but serve the entire school. To digress, this is the "big school" component of house, definition (a). The teachers are specialists in their respective subjects and are an important part of the middle school concept. These teachers have a schedule that smoothly transfers students in and out of the labs in accordance with the house date of attendance. Here, once again, there is a recommended amount of time each student should spend in these areas each week. (See example 2) In example 2, the term integrated means this resource lab teacher works with the team to incorporate the subject into the students team exposure. The numbers under each

Subject	Level	M1	M2	M3
Music		4	3	3
Art		5	3	3
Physical Education				
Health-Safety		2	2	2
Swimming		4	4	4
Activities		6	3	3
Foreign Language		0	6	6
Typing		0	6	6
Industrial Arts		Integrated	6	6
Home Economics		Integrated	6	6
Reading Lab		6	6	6
Math Lab		6	6	6

Example 2

level represent modules per week. Our component definition for resource lab-shared facility labels them as developmental labs with specialists in the resource subjects which accommodate every student on the basis of his schedule attendance and team assignment as part of the middle school. Figure 5 illustrates this component.

Figure 5

Module

In this model a module is one 15 minute block of time. The entire school day consists of approximately twenty-five modules. Modules allow the maximum use of each school facility without getting locked-stepped into traditional time periods which minimize flexibility. Figure 6 illustrates this component. Time periods may be

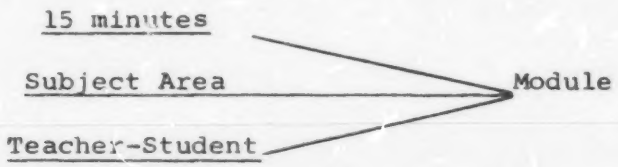


Figure 6

adjusted for a group or an individual by adding or deleting modules without affecting the total school schedule. Example 3 represents one entire school day divided into modules and ready to receive scheduling.

Planning Time

This is essential for all teachers in the school. For the houses it means the time allowed for an entire team of teachers to meet and plan each week. For resource lab teachers it is time when no students are scheduled into the labs so that these teachers

Example 3

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC	ESEA
1	9:00								
2	9:15								
3	9:30								
4	9:45								
5	10:00								
6	10:15								
7	10:30								
8	10:45								
9	11:00								
10	11:15								
11	11:30								
12	11:45								
13	12:00								
14	12:15								
15	12:30								
16	12:45								
17	1:00								
18	1:15								
19	1:30								
20	1:45								
21	2:00								
22	2:15								
23	2:30								
24	2:45								
25	3:00								

may plan and consult with the teams for movement toward a totally integrated curriculum.

Planning time for the teams is accomplished by using a schedule design that programs all students on a given team simultaneously into various resource labs for the amount of time to be specified as planning time. In this model teams are allotted 14 modules each week.

Resource teachers receive their time from the schedule design in a different way. In this instance planning time occurs when there are no students placed into the labs. However, it is not simultaneous, i.e., all resource teachers are not free to plan at the same time nor does the block of 14 modules occur in the same day. Thus, one may formulate as follows:

$$\frac{\text{Team Students}}{\text{Resource Labs}} = \text{Team Planning Time}$$

conversely,

$$\frac{\text{Resource Labs}}{\text{Team Teachers}} = \text{Resource Planning Time}$$

Shared Facility Schedule

Formation and Development

Now that the definitions have been set forth the formation of a schedule pattern will begin.

Let formulation continue. There is a twofold purpose, (1) programming each student into the resources, and (2) facilitating planning time for all teachers.

$$\frac{\text{House Team} \quad + \quad \text{Resource Labs}}{\text{45-15 Plan}} = \text{Resource Schedule}$$

specifically,

$$\frac{\text{House A Team I} \quad + \quad \text{Resource Labs}}{\text{1st 45 day session}} = \text{Monday Schedule 1/6 pattern one}$$

Remember, earlier it was stated that 100 per cent of the resource allotment is scheduled among 75 per cent of the total student population. Keeping in mind all

of the definitions discussed, the scheduling of one team represents one-sixth the resource schedule. Each house represents one-third. The total formulation of a pattern (there are four) requires complete scheduling of three houses throughout the extended year. Logistics allows one to use the following Example 4 as a means of discovering the number of patterns. The letters represent their respective houses and are read across and from left to right.

A	B	C ⟶	Pattern 1
D	A	B ⟶	Pattern 2
C	D	A ⟶	Pattern 3
B	C	D ⟶	Pattern 4

Example 4

If one were to schedule all four houses into one pattern simultaneously, one-fourth of resource lab time would be lost entirely. The 45-15 plan does not ever include more than three.

Rotation

The careful planning and designing of the house and team configurations facilitate rotation of time slots. Because all of the teams in each house have identical graded configurations this model fits the incoming house into the slots of the outgoing house. Once a house has been slotted into the schedule it retains that pattern for the entire 45 day session. This is a direct result of the design concept of the four house middle school. Rotation of time slots applies to the resource schedule only, not the team schedule of core subjects. It also should be mentioned, when a house goes out the team rooms where math, science, social studies, reading and language arts are taught are used only for students who return for vacation school. Thus, this model does not accommodate a plan for increasing by one-fourth the capacity of the edifice. Example 5 illustrates the actual mechanics of writing the schedule.

Example 5

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC
1	9:00							
2	9:15							
3	9:30							
4	9:45	107	147	104/108			101	
5	10:00	107	147	104/108			101	
6	10:15	107	147	104/108			101	
7	10:30	107	108			104	101	147
8	10:45	101	108		107	104		147
9	11:00	101	108		107	104		147
10	11:15	101	108		107	104		147
11	11:30							
12	11:45							
13	12:00							
14	12:15	108	101		104	107	147	
15	12:30	108	101		104	107	147	
16	12:45	108	101		104	107	147	
17	1:00	108	101		104	107	147	
18	1:15	147	107			108		101 104
19	1:30	147	107			108		101 104
20	1:45	147	107			108		101 104
21	2:00							
22	2:15							
23	2:30							
24	2:45							
25	3:00							

House A, Team I, Monday attends resource labs for 14 modules allowing the team teachers planning time.

Team I Rooms: 101; 104; 107; 108; 147;
Team I Levels: M1; M2; M3; M2; M1.

When House A, Team I is slotted into resources for 14 modules on Monday, approximately 90 per cent of the suggested weekly modules are satisfied. The remaining 10 per cent are completed on other days. This process of slotting each team for 14 modules continues to complete the week. Finally, by Friday five of the six teams in session have been slotted. This means that on Tuesday House A, Team II is slotted, Wednesday House B, Team I, Thursday House B, Team II, and Friday House C, Team I. The remaining team, House C, Team II, is slotted into unused portions of each day. Therefore, that team does not receive all of its planning time in one day. This completes the development of pattern one.

Continuing, pattern one has been formulated and executed, e.g., Houses A, B, and C are all in session and scheduled. House D enters as House A leaves. The rotation process begins. House D, Team I will be placed into the slots that held House A, Team I. House D, Team II will fit into House A, Team II modules. (See Example 6) This first overlay signals the beginning of pattern two. When House A returns, House B will leave and House A will fit into House B's modules. Everytime a total of three houses has entered successively, another pattern is completed until there is a total of four. This procedure continues through all four patterns with each house finishing the school year on the same pattern upon which it started. The

framework has been exposed to create a resource schedule for one entire school year. (See Chart 1)

Student Core Subject
Team Schedule

Earlier, it was mentioned that the scheduling process would unfold in two phases. The second phase concerns the development of the core subject schedule within the teams in each house. For reasons of flexibility the team must be allowed to design this themselves. This facilitates the operation of a successful system of instruction that can approach the needs of each individual student on the team. Such is the plan of operation in this model.

Example 6

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC	ESEA
1	9:00								
2	9:15								
3	9:30								
4	9:45	127	126	124/125			129		
5	10:00	127	126	124/125			129		
6	10:15	127	126	124/125			129		
7	10:30	127	125			124	129	126	
8	10:45	129	125		127	124		126	
9	11:00	129	125		127	124		126	
10	11:15	129	125		127	124		126	
11	11:30								
12	11:45								
13	12:00								
14	12:15	125	129		124	127	126		
15	12:30	125	129		124	127	126		
16	12:45	125	129		124	127	126		
17	1:00	125	129		124	127	126		
18	1:15	126	127			125		129 124	
19	1:30	126	127			125		129 124	
20	1:45	126	127			125		129 124	
21	2:00								
22	2:15								
23	2:30								
24	2:45								
25	3:00								

House D, Team I, Monday attends resource labs for 14 modules allowing the team teachers planning time.

Team I Rooms: 124; 125; 126; 127; 129
Team I Levels: M1; M2; M3; M2; M1.

Chart 1

ONE YEAR (1974) SCHEDULE PATTERN FORMATION

House	Entry Date	Exit Date	Quarter	Pattern Formation	Overlay Procedure	
A	7/5	9/6	1	1/3 pattern 1	Initial	
B	7/26	9/27	1	2/3 pattern 1	Initial	
C	8/16	10/19	1	3/3 pattern 1	Initial	
D	9/7	11/9	1	1/3 pattern 2	D	A
A	9/28	12/5	2	2/3 pattern 2	A	B
B	10/22	1/4	2	3/3 pattern 2	B	C
C	11/13	1/28	2	1/3 pattern 3	C	D
D	12/6	2/30	2	2/3 pattern 3	D	A
A	1/7	3/13	3	3/3 pattern 3	A	B
B	1/29	4/3	3	1/3 pattern 4	B	C
C	2/21	5/2	3	2/3 pattern 4	C	D
D	3/14	5/23	3	3/3 pattern 4	D	A
A	4/4	6/14	4	1/3 pattern 1	Year completed	
B	5/3	7/3	4	2/3 pattern 1	Year completed	
C	5/28	7/29	4	3/3 pattern 1	Year completed	
D	6/17	8/19	4	1/3 pattern 2	Year completed	

As the 1975 school year starts for House A, they would come in on pattern 2 in the 2/3 position.

Summary

(1) Identify and define relevant components of local school operation.

(2) Determine by subject, the amount of time to be allotted weekly.

(3) Determine amount of planning time desired to facilitate a successful instructional system.

(4) Facilitate flexible scheduling (one suggestion is module formation.)

(5) Slot students into the pattern required to satisfy items (2) and (3).

(6) Chart an entire school year in advance to discover patterns and methods of rotation which will allow maximum implementation of the school concept and instructional system.

SAMPLE STUDENT SCHEDULE

Name [illegible]ally House D 127 Quarter 1

Level 03 Team I

Mod	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00	Prescription Lab	Guidance	Math	Independent Study	Language Arts
2	9:15	"	"	"	"	"
3	9:30	"	"	"	"	"
4	9:45	Music	"	Language Arts	Math	"
5	10:00	"	Social Studies	"	"	Team Conference
6	10:15	"	"	Swimming	"	"
7	10:30	"	"	"	"	"
8	10:45	Spanish	Independent Study	"	Reading	Independent Study
9	11:00	"	"	"	"	Prescription Lab
10	11:15	"	"	Personal Preparation	"	Prescription Lab
11	11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12	11:45	"	"	"	"	"
13	12:00	"	"	"	"	"
14	12:15	Industrial Arts	Reading	Science	Social Studies	Media Center
15	12:30	"	"	"	"	"
16	12:45	"	"	"	"	"
17	1:00	"	"	Reading	Science	Math
18	1:15	Art	Prescription Lab	"	"	"
19	1:30	"	"	"	"	"
20	1:45	"	"	"	Math	"
21	2:00	Gym	Science Lab	"	"	Science
22	2:15	"	"	Social Studies	"	"
23	2:30	"	"	"	Prescription Lab	"
24	2:45	"	"	"	"	"
25	3:00	"	"	"	"	"

SAMPLE RESOURCE SCHEDULE

DAB Pattern

MONDAY

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC	ESEA
1	9:00						128		
2	9:15			124/125/132			128		
3	9:30			124/125/132	102		128		
4	9:45	127	126	124/125/132	102		129		
5	10:00	127	126	124/125/132	102		129		
6	10:15	127	126	124/125/132	102		129		
7	10:30	127	125	105/106/107		124	129	126	
8	10:45	129	125	105/106/107	127	124	113	126	
9	11:00	129	125	105/106/107	127	124	113	126	
10	11:15	129	125	105/106/107	127	124	113	126	
11	11:30								
12	11:45								
13	12:00								
14	12:15	125	129	100/120/123/149	124	127	126		
15	12:30	125	129	100/120/123/149	124	127	126		
16	12:45	125	129	100/120/123/149	124	127	126		
17	1:00	125	129	100/120/123/149	124	127	126		
18	1:15	126	127	100/120/123/149		125		129 124	
19	1:30	126	127			125		129 124	
20	1:45	126	127			125		129 124	
21	2:00	115	116	127/130/131	111	125	109		
22	2:15	115	116	127/130/131	111		109		
23	2:30	115	116	127/130/131	111		109		
24	2:45	115	116	127/130/131	111		109		
25	3:00			127/130/131					

DAB Pattern

TUESDAY

Mod	Time	Music	Art	P.E.	Lang. Type	Lang. Lab Ind Art.	Math Lab Read Lab	LRC	ESEA
1	9:00	109	111	126/128/129	115	116			
2	9:15	109	111	126/128/129	115	116			
3	9:30	109	111	126/128/129	115	116			
4	9:45	109	111	126/128/129	115	116			
5	10:00	132	131	126/128/129	130				
6	10:15	132	131		130		128		
7	10:30	132	131	101/103/147	130		128		
8	10:45	132		101/103/147	131	130	128		
9	11:00	128	132	101/103/147	131	130	129		
10	11:15	128	132	101/103/147	131	130	129		
11	11:30	128	132	101/103/147	131	130	129		
12	11:45								
13	12:00								
14	12:15								
15	12:30	130	128	109/113/118	132	131	126		
16	12:45	130	128	109/113/118	132	131	126		
17	1:00	130	128	109/113/118	132	131	126		
18	1:15		130	109/113/118	132	131	126	128	
19	1:30	131	130	109/113/118		132	118	128	
20	1:45	131	130			132	118	128	
21	2:00	131	130			132	118	128	
22	2:15	124				132	118		
23	2:30	124							
24	2:45	124							
25	3:00								

DAB

WEDNESDAY

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC	ESEA
1	9:00			105/106/107			113		
2	9:15			105/106/107			113		
3	9:30			105/106/107	125		113		
4	9:45	147		105/106/107	125	108	101		
5	10:00	147	107		125	108	101		
6	10:15	147	107	127/130/131	125	108	101		
7	10:30	147	107	127/130/131		108	101		
8	10:45	108	101	127/130/131	107			147	
9	11:00	108	101	127/130/131	107			147	
10	11:15	108	101		107			147	
11	11:30								
12	11:45								
13	12:00								
14	12:15	101	108	124/125/132		107	147		
15	12:30	101	108	124/125/132		107	147		
16	12:45	101	108	124/125/132		107	147		
17	1:00	101	108	124/125/132		107	147		
18	1:15	107	147		108			101	
19	1:30	107	147		108		103	101	
20	1:45	107	147		108		103	101	
21	2:00			102/104/108			103		
22	2:15	111	109	102/104/108	116	115	103		
23	2:30	111	109	102/104/108	116	115			
24	2:45	111	109	102/104/108	116	115			
25	3:00					115			

DAB Pattern — THURSDAY

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC	ESEA
1	9:00			112			101		
2	9:15			112			101		
3	9:30			112			101		
4	9:45			112	104	102	101		
5	10:00	105	106		104	102	103		
6	10:15	105	106		104	102	103		
7	10:30	105	106		104	102	103		
8	10:45	105		102/104/108		106	103		
9	11:00	103	105	102/104/108		106			
10	11:15	103	105	102/104/108		106			
11	11:30	103	105	102/104/108		106			
12	11:45								
13	12:00								
14	12:15								
15	12:30	106	103		105	104	147	102	
16	12:45	106	103	110/111	105	104	147	102	
17	1:00	106	103	110/111	105	104	147	102	
18	1:15	106	103	110/111	105	104	147	102	
19	1:30	104	102	110/111	106	105	118	103	
20	1:45	104	102		106	105	118	103	
21	2:00	104	102	114/115/116	106	105	118	103	
22	2:15	102	104	114/115/116	106	105	118		
23	2:30	102	104	114/115/116					
24	2:45	102	104	114/115/116					
25	3:00								

DAB Pattern

FRIDAY

Mod	Time	Music	Art	P.E.	Lang. Type	Hme Ecn Ind Art	Math Lab Read Lab	LRC	ESEA
1	9:00	112	110	114/115/116					
2	9:15	112	110	114/115/116					
3	9:30	112	110	114/115/116					
4	9:45			114/115/116		112	118		
5	10:00	113	114		110	112	118		
6	10:15	113	114	100/120/123/149	110	112	118		
7	10:30	113	114	100/120/123/149	110	112	118		
8	10:45		112	100/120/123/149	114	110	113		
9	11:00	118	112	100/120/123/149	114	110	113		
10	11:15	118	112	100/120/123/149	114	110	113		
11	11:30	118	112		114	110	113		
12	11:45								
13	12:00								
14	12:15								
15	12:30	114	118	110/111	112		109	113	
16	12:45	114	118	110/111	112		109	113	
17	1:00	114	118	110/111	112		109	113	
18	1:15		118	110/111	112	114	109	113	
19	1:30	110	113	112		114	128	118	
20	1:45	110	113	112		114	128	118	
21	2:00	110	113	112		114	128	118	
22	2:15			112		111	128		
23	2:30	116	115			111		109	
24	2:45	116	115			111		109	
25	3:00	116	115			111		109	

DAB

This sheet indicates the weekly number of modules each room has been scheduled into the resource areas

Room	Level	Music	Art	P.E.	Language / Typing	Home Econ / Ind. Arts	Math Lab / Read Lab	Resource Center
DI								
129	M1	3	4	5	0	0	7	3
124	M2	3	0	9	4	4	0	3
127	M3	4	3	9	3	4	0	0
125	M2	4	4	9	4	4	0	0
126	M1	3	3	5	0	0	8	4
DII								
132	M2	4	3	9	4	4	0	0
128	M1	3	3	5	0	0	10	4
130	M3	3	4	9	3	4	0	0
131	M3	3	3	9	4	4	0	0
AI								
107	M3	3	3	8	3	4	0	0
101	M1	4	3	5	0	0	8	3
147	M1	4	3	5	0	0	8	3
108	M2	3	4	8	3	4	0	0
AII								
105	M3	4	3	8	4	4	0	0
103	M1	3	4	5	0	0	9	3
104	M2	3	3	8	4	4	0	0
102	M2	3	3	8	4	4	0	4
106	M3	4	3	8	4	4	0	0
BI								
109	M1	4	3	5	0	0	8	3
111	M3	3	4	8	4	4	0	0
115	M2	4	3	8	4	4	0	0
116	M2	3	4	8	3	4	0	0
BII								
114	M2	3	3	8	4	4	0	0
118	M1	3	4	5	0	0	12	3
110	M3	3	4	8	3	4	0	0
112	M3	3	4	8	4	4	0	0
113	M1	3	3	5	0	0	10	4
Special Education								
100	0	0	0	10	0	0	0	0
120	0	0	0	10	0	0	0	0
123	0	0	0	10	0	0	0	0
149	0	0	0	10	0	0	0	0